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ABSTRACT

This module on building a curriculum for vocational education is one of a set of four on stages and structure of curriculum development and is part of a larger series of thirty-four modules intended as a core curriculum for use in the professional preparation of vocational educators in the areas of agricultural, business, home economics, and industrial education. Following the module objective and overview and a bibliography of suggested resource materials (readings) for the entire module, three lessons are presented: (1) the function of curriculum; (2) assessing the need for curriculum; and (3) available resources. Each lesson contains the objective, overview, a list of suggested learning activities, and a list of suggested resources (readings). Concluding the module is a pre/posttest and an answer key. (The modules have been field tested in various educational settings, including bachelor and masters degree programs, and are considered adaptable to many instructional styles and student entry levels. CE 018 935-937 contain working papers and other materials used in the development of the module series.) (JH)

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ED163277

Common Core Curriculum
for Vocational Education

F-2

BUILDING A CURRICULUM FOR VOCATIONAL EDUCATION

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Category F:

STAGES AND STRUCTURE OF CURRICULUM DEVELOPMENT

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ABOUT THIS MODULAR CURRICULUM

This module is one of a series of 34 modules intended for use in the professional preparation of vocational educators in the vocational education service areas of agricultural, business, home economics, and industrial education. The curriculum can be adapted to various styles of instruction and to various entry-levels of students.

It is recommended that an instructor planning to use these modules review each category to determine if any modification is needed in the objectives and suggested activities so that they conform with local institutional policies and/or vocational education programs. It is also suggested that resources and activities be identified for the specific entry-level of the student to be served.

The activities listed are suggested. The use of any other activity or reading reference which the instructor believes would help to accomplish the objectives of that lesson is encouraged. The choice of the teacher to use the entire module, either through group reports or individualized assignment, will be related to individual student competency requirements.

Since many modules strongly recommend the use of local administrative personnel and community rsources, it is suggested that all site visitations and requests for assistance in the community be coordinated by or cleared through the instructor. The instructor may wish to distribute these tasks among the student group and across the community with the class report system being used to disseminate the information gathered.

These modules have been field tested in various settings. They have been used with students working toward a bachelor's or master's degree and with students seeking the designated subjects credential in Californica. Some modules were tested through student independent study, others as part of total class assignment, and still others as an alternate activity. Workshop participants examined the materials in terms of content, activities, and resources. The adaptability of this curriculum is one of its strengths.

The materials could not have been completed without the participation and contribution of many individuals. Chief among these persons were the module writers, workshop participants, field-test instructor, and students. Conference presentors and evaluators also contributed to this project. Proceedings of the workshop are available upon request.

If we can provide you with information or help in using this curriculum, please feel free to contact us.

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COMMON CORE CURRICULUM

FOR

VOCATIONAL EDUCATION

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BUILDING A CURRICULUM FOR VOCATIONAL EDUCATION

Module Objective

Upon successful completion of this module, the student preparing to become a teacher of vocational subjects will have demonstrated the ability to:

(1) Determine the need for a curriculum

(2) Ascertain available resources.

Module Overview

Professional educators have the responsibility for planning programs which enable students to accomplish their goals. In the process of program planning many decisions will be made concerning the curriculum. For example, a decision will be made concerning who will be involved in building the curriculum and these persons will make major decisions in determining the areas of instruction, specific objectives, content to be included, appropriate sequence of learning activities and how to evaluate what the student has learned. For this step Robert R. Leeper, in the October, 1976, issue of Educational Leadership states that feedback should be gathered from parents, students, and other teachers on the faculty. With data collected, the cycle of curriculum development begins again.

Curriculum planning takes time and money. Released time for teachers may be provided by the district. Local district funds may be used or special government grants may be requested from the federal government, the state, or intermediate agencies.

The basic processes of curriculum development will be reviewed and studied in this module. Consideration will be given to:

(1) Function of Curriculum

(2) Assessing Need for Curriculum

(3) Available Resources

Resource Materials for Completing the Activities in this Module

Bentley, Jr., Ernest L.; and Ray E. Bruce; and Jack Megenity. "Promises, Reform Studies, and the Delivery System," Theory Into Practice. XV, No. 3, 1976.

California State Department of Education. Model Program Statements for the 12 Functions of the California Vocational Education System. Sacramento: 1972.

Cotrell, Calvin J.; Shirley A. Chase; and Marilyn J. Molnar. Model Curricula for Vocational and Technical Teacher Education: Report No. V, General Objectives, Set II. Columbus, Ohio: The Ohio State University, 1972.

Davis, O. L. Perspective on Curriculum Development 1776-1976. Washington, D. C.: Association for Supervision and Curriculum Development, 1976.

Doll, Ronald C. Curriculum Improvement: Decision-Making and Process. Boston: Allyn and Bacon, 1971.

Ehrenberg, Sydelle D. "The Case for Structure," Educational Leadership. XXXIV, No. 1. October, 1976.

Good, Carter V. Dictionary of Education. (3rd ed.). New York: McGraw-Hill, 1973.

Leeper, Robert R. (ed.). Curriculum Concerns in a Revolutionary Era. Washington, D. C.: Association for Supervision and Curriculum Development, 1971.

Mager, Ralph E. and Kenneth M. Beach, Jr. Developing Vocational Instruction. Belmont, California: Fearon Publishers, 1967.

Pinar, William. Curriculum Theorizing. Berkeley, California: McCutchan Publishing Corporation, 1975.

Reid, James L. "Involvement to Insure Quality is the Name of the Game," American Vocational Journal, LI, No. 8, (November) 1976.

Roberts, Roy W. Vocational and Practical Arts Education. (3rd ed.). New York: Harper & Row, 1971.

Robinson, Donald W. "Alternative Schools: Is the Old Order Really Changing?" Curricular Concerns in a Revolutionary Era. Washington, D. C.: Association for Supervision and Curriculum Development, 1971.

Smith, Brandon B., and Jerome Moss, Jr. "Process and Tehcniques of Vocational Curriculum Development." Minneapolis, Minnesota: Research Coordinating Unit for Vocational Education, University of Minnesota, April, 1970.

Spillman, Robert E., and Herbert Bruce, Jr. "V-TECS: The Push to Competency-Based Curriculum," American Vocational Journal, LI, No. 6, (September) 1976.

Taba, Hilda. Curriculum Development Theory and Practice. New York: Harcourt, Brace, Jovanovich, 1962.

Tanner, Daniel, and Laurel Tanner. Curriculum Development. New York: Macmillan, 1975.

Tyler, Ralph W. Basic Principles of Curriculum and Instruction. Chicago: The University of Chicago Press, 1949.

Wall, James E. (ed.). Vocational Education for Special Groups. Washington, D. C.: American Vocational Association, 1976.

BUILDING A CURRICULUM FOR VOCATIONAL EDUCATION

Lesson One: Function of Curriculum

Objective

Upon the satisfactory completion of this lesson, the student will be able to (1) define curriculum, and (3) explain its function.

Overview

One of the largest industries today is that of education. Almost 30 percent of the nation's population was enrolled in schools and colleges in the 1970-71 academic school year. Students, parents, and community leaders are involved in a variety of settings and locations. The school curriculum is just as varied as the buildings the students are housed in.

Daniel and Laurel Tanner, in Curriculum Development, state that the function of curriculum is to identify objectives, select means for attaining them, organize these means, and evaluate the outcomes.

Suggested Activities

(1) Read two of the following:

Tanner and Tanner. Curriculum Development, 3-27.

Taba. Curriculum Development Theory and Practice, 1-30.

Tyler. Basic Principles of Curriculum and Instruction, 1-2.

Harvey Goldman. "The Nature of Curricular Relevance," in Curricular Concerns in a Revolutionary Era, 223-228.

Discuss with a small group of peers the purpose of curriculum. Report to the class and/or instructor your summary of the purpose of curriculum.

(2) Using the suggested resources, select three definitions of curriculum. Give a brief analysis comparing the essential components of each.

State in writing a definition of curriculum that you could work with in developing plans for vocational education programs. Write your rationale and be ready to discuss with class.

(3) Write or present orally Harold G. Shane's ideas of the way society must make itself accountable for changes that are needed both in teaching and learning. ("The Rediscovery of Purpose in Education," Curricular Concerns in a Revolutionary Era, 220-223.)

Suggested Resources

Davis, O. L. Perspective on Curriculum Development 1776-1976. Washington, D. C.: Association for Supervision and Curriculum Development, 1976.

Doll, Ronald C. Curriculum Improvement: Decision-Making and Process. Boston: Allyn and Bacon, 1971.

Ehrenberg, Sydelle D. "The Case for Structure," Educational Leadership. October, 1976.

Good, Carter V. Dictionary of Education. (3rd ed.) New York: McGraw-Hill, 1973

Leeper, Robert R. (ed.). Curricular Concerns in a Revolutionary Era. Washington, D. C.: Association for Supervision and Curriculum Development, 1971.

Spillman, Robert E., and Herbert Bruce, Jr. "V-TECS: The Push to Competency-Based Curriculum," American Vocational Journal, LI, No. 6 (September) 1976.

Taba, Hilda. Curriculum Development: Theory and Practice. New York: Harcourt, Brace, Jovanovich, 1962.

Tanner, Daniel, and Laurel N. Tanner. Curriculum Development. New York: Macmillan, 1975.

Tyler, Ralph W. Basic Principles of Curriculum and Instruction. Chicago: The University of Chicago Press, 1949.

Upon successful completion of assigned activities, proceed to Lesson 2.

BUILDING A CURRICULUM FOR VOCATIONAL EDUCATION

Lesson Two: Assessing Need for Curriculum

Objective

Upon the satisfactory completion of this lesson, the student will be able to (1) determine the need for curriculum and/or for curriculum revision by analyzing population needs and job opportunities, and (2) identify and describe the kinds of information needed and the strategies most appropriate for obtaining information about the students and the community.

Overview

Societal expectations and student needs, interests, achievement level, and attitudes are important sources of information for educational programs. This lesson will provide practical experiences in analyzing curricular planning.

Suggested Activities

(1) Read Tanner, Curriculum Development. Chapter 11, "Curriculum and the Emergent Technological Society," 524-57[illegible].

(2) Identify orally or in writing the strengths and weaknesses of vocational education programs as evaluated by Congress in American Vocational Journal, November, 1976.

(3) Interview a local vocational education director or school administrator and ascertain how local educational agencies determine curriculum needs.

(4) Study the state plan for vocational education for the current year and list the factors which will affect present curriculum.

(5) Using all available resources, list in sequence the information needed for developing new curriculum or revising any present program. State how you would obtain the information. Explain how you can use this information in developing curriculum.

Suggested Resources

California State Department of Education. Model Program Statements for the 12 Functions of the California Vocational Education System. Sacramento: 1972.

California State Department of Education. The Vocational Act of 1976. Title II of Public Law 94-482, Education Amendment of 1976. Sacramento, 1977.

Mager, Ralph E., and Kenneth M. Beach, Jr. Developing Vocational Instruction. Belmont, California: Fearon Publishers, 1967.

Model Curricula for Vocational and Technical Teacher Education: Report No. V General Objectives, Set II. Columbus, Ohio: The Center for Vocational and Technical Education, the Ohio State University, 1972.

Tanner, Daniel, and Laurel Tanner. Curriculum Development. New York: Macmillan Publishing Co., 1975.

Wall, James E. (ed.). Vocational Education for Special Groups. Washington, D. C.: American Vocational Association, 1976.

Upon successful completion of assigned activities, proceed to Lesson 3.

BUILDING A CURRICULUM FOR VOCATIONAL EDUCATION

Lesson Three: Available Resources

Objective

Upon the satisfactory completion of this lesson, the student will be able to (1) collect information and situational examples of local and state resources available for curriculum development, and (2) describe the particular characteristic of each in terms of its strengths and interrelationships.

Overview

Many school districts request additional funds for the expansion of their present vocational education programs. Federal funds are available to extend and improve existing programs and to develop new programs. In addition to state funds, some local educational agencies apply to the United States Office of Education for special grants for experimental and innovative programs.

In working on curriculum, several types of materials are available for review. These include guidelines, curriculum models, and course outlines.

A curriculum building procedure which adequately involves students, lay citizenry, teachers, and administrators adds another dimension to curriculum planning. Available minutes of advisory committees and a list of recommendations made by these groups can serve as an excellent guide in both short range and long range planning.

Resources available for curriculum development include monies, materials, and interested persons.

Suggested Activities

(1) Read Bentley's, "Promises, Reform Studies, and the Delivery System," Theory into Practice, June, 1976, and compare his recommendations with the 12 Functions of the California Vocational Education System; list similar and different functions.

(2) Develop a list of resources for curriculum development that were discussed by Carol Kimmel, James R. Doyle, Frank P. Morley in the October, 1976, issue of Educational Leadership. List resources you may discover from the community and state, including specific people who would assist in curriculum development. Identify the strengths and limitations of each.

(3) If possible, analyze one or two District Profiles for Vocational Education for:

a. Resources used in curriculum planning
b. Decisions made regarding curriculum
c. Recommendation of advisory committee, included in program changes
d. Funds used for curriculum planning
e. Studies proposed

Present your analyses to the class or instructor.

(4) Analyze three pieces of curriculum material and describe how they will be used by a classroom teacher and/or by a local vocational director working with a group of teachers.

(5) Make an appointment with a local vocational education director and discuss with him/her the effect of new legislation on present vocational education curriculum. Submit a written report to your instructor: tape for other students' use.

(6) Discuss with your peer group or instructor the priorities in current legislation and the effect of these priorities on curriculum in your area of specialization.

(7) Organize a panel to discuss curriculum development or changes in present curriculum.

(8) Investigate methods used by local school districts to finance curriculum planning and development. Submit a paper to instructor, including the combined activities.

(9) Investigate models used by school districts in planning, developing, implementing, and evaluating local vocational education programs.

Suggested Resources

Bentley, Jr., Ernest L.; Ray E. Bruce; and Jack Megenity. "Promises, Reform Studies and the Delivery System," Theory Into Practice. XV

Ehrenberg, Sydelle D. "The Case for Structure," Educational Leadership. XXXIV, No. 1, October, 1976.

Model Program Statements for the 12 Functions of the California Vocational Education System, Sacramento, California: California State Department of Education, 1972.

Reid, James L. "Involvement to Insure Quality is the Name of the Game," American Vocational Journal, LI, No. 8, November, 1976.

Upon completion of the assigned activities in this module, you should be ready to take the Module Posttest. See your instructor for directions and measurement criteria.

BUILDING A CURRICULUM FOR VOCATIONAL EDUCATION

MODULE PRE/POSTTEST

Student_____

Instructor_____

Date_____

Student:	This pre/posttest is designed to assess your knowledge of building a curriculum for vocational education. Since this module is an individualized and competency-based learning device, you will need to study only those lessons that are presented on the basis of your response to this test.

1. Define curriculum.

2. Explain a structure for curriculum development as outlined by Taba, Tyler, Smith, and Moss or any other well known curriculum specialist.

3. Describe the function of curriculum.

4. List types of information about students and the community needed in order to plan an auto mechanic course and a consumer and homemaking program.

Pre/posttest (continued)

5. List at least 4 strategies for obtaining information for curriculum development.

   a.

   b.

   c.

   d.

6. What information would you secure from each of the following that would be helpful in curriculum planning?

   a. Students

   b. Advisory council

   c. Local union officials

   d. School guidance counselors

   e. EDD regional or state office

   f. State Department of Education: Vocational Education Unit

Return this test to your instructor.

BUILDING A CURRICULUM FOR VOCATIONAL EDUCATION

ANSWER KEY
MODULE PRE/POSTTEST

Instructor:	Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

1. (L1) There are several definitions of curriculum. The answer may be based on any one of the following concepts.

Tanner in Curriculum Development defines curriculum as: "The planned and guided learning experiences and intended learning outcomes, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner's continuous and willful growth in personal-social competence.

"The term curriculum can be defined as those variables that can be manipulated to enable students to move from where they are upon entering a given program to where they should be upon exiting that program. Organizational structure, instructional materials, staff performance, and facilities and equipment are some of the more important variables."

A definition of curriculum is given by Ehrenberg: "The Case for Structure," Educational Leadership, October, 1976: "Curriculum is a plan that describes the necessary and sufficient 'means' for achieving particular learning 'ends.' Its purpose is to specify the amount and kinds of resources and 'doing' experiences that must be provided to learners for them to have sufficient and appropriate opportunities to develop specified learnings to the desired quality and/or degree and with as many secondary gains and as few negative side effects as possible."

Caswell and Campbell, 1935, "Curriculum is composed of all the experiences children have under the guidance of a teacher."

Curriculum could more simply be defined as the formal course of study of the school.

2. (L4)
a. Diagnosis of needs
b. Formulation of objectives
c. Selection of content
d. Organization of content
e. Selection of learning experiences
f. Organization of learning experiences
g. Determination of what to evaluate, and the ways and means of doing so

Pre/posttest Answer Key (continued)

3. (L1)
a. Identify objectives
b. Select the means for attainment
c. Organize these means
d. Evaluate the outcomes

4. (L2) Information concerning students' characteristics, abilities, and background will include:

a. Age level
b. Maturity level
c. Grade level
d. Test score
e. Performance evaluation
f. Educational attitude
g. Motivational patterns
h. Background in content area
i. Parental expectations
j. Family employment patterns
k. Cultural and socio-economic background
l. Family structure

Information of importance regarding community will include:

a. Employment patterns and opportunities
b. Resources available
c. Socio-economic levels
d. Elements of change

5. (L3)
a. Analyses of existing reports and surveys, and advisory committee meeting minutes
b. Analyses of classroom activities
c. Interviews with teachers, counselors
d. Consultation with industry leaders concerning job performance requirements
e. Interviews with employers of graduates
f. Interviews with recent graduates
g. Surveys

6. (L3)
a. Students: Views on current educational needs: what is relevant, of interest, of value.

b. Advisory Counciles:

(1) Specific skills, techniques and abilities needed
(2) Unrecognized community/family needs
(3) Job opportunities available in community
(4) Training centers available
(5) Community person with special talents, etc. available to aid in program planning.

c. Local union officials: Information regarding laws, wages, benefits, etc.

d. School guidance counselors: Student characteristics, interests, types of test available, placement records, etc.

e. EDD state office: Local job opportunities, trends, etc.

f. State Department of Education-Vocational Education Unit:

(1) Types of programs, curriculum guides, program standards

(2) Information on available funds, rules, and regulations regarding use of funds.

MODULES -- COMMON CORE CURRICULUM FOR VOCATIONAL EDUCATION

Category A: Introduction to Vocational Education

- A-1 History, Philosophy, and Trends in Vocational Education
- A-2 Scope, Function, and Organization in Vocational Education
- A-3 Vocational Legislation
- A-4 Assessing the Job Market and Employment Trends

Category B: Cooperative Relationship

- B-1 Rationale for Cooperative Relationships
- B-2 Advisory Councils
- B-3 Cooperative and Work Experience Programs

Caregory C: Vocational Students

- C-1 Promoting Vocational Education and Recruiting Eligible Students for Vocational Education
- C-2 Assessing Students' Personal Characteristics
- C-3 Guidance and Counseling
- C-4 Assisting Students with Special Needs in Vocational Education Program
- C-5 Assessing the Needs of the Disadvantaged Student
- C-6 Developing Student Leadership Qualities in Vocational Education Programs
- C-7 Student Organizations

Category D: Administration and Supervision

- D-1 Fiscal Management of a Vocational Education Program
- D-2 Writing a Vocational Education Project/Budget
- D-3 Record Keeping in Vocational Programs
- D-4 Conference Leadership
- D-5 Selection, Supervision, and Evaluation of Personnel
- D-6 School Law and Its Relationship to Vocational Education
- D-7 Staff Development
- D-8 Implementation of Change

Category E: Curriculum Design in Vocational Education

- E-1 Developing a Curriculum Design in Vocational Education
- E-2 Applying Learning Theory to Vocational Education
- E-3 Instructional Strategies

Category F: Stages and Structure of Curriculum Development

- F-1 Theories in Curriculum Development
- F-2 Building a Curriculum for Vocational Education
- F-3 Applying Curriculum Specifics to Vocational Education
- F-4 Safety

Category G: Evaluation and Research

- G-1 Evaluation Models
- G-2 Evaluation Procedures for Local Programs
- G-3 Introduction to Research Procedures in Vocational Education
- G-4 Research Design in Vocational Education
- G-5 Development of a Research Proposal in Vocational Education